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IDENTIFIERS	Cambodia

ABSTRACT

The materials status report for Khmer, the majority and official language of Cambodia, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Khmer, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262617

Language/Area Reference Center

Materials Status Report

KHMER

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

U.S. DEPARTMENT OF EDUCATION
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FL015286

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Language, dialects, standards. Khmer is both the majority and official language of Cambodia. It is a minority language in Thailand and Vietnam. There are several dialects, the eastern, western, Surin (in Thailand) and Khmer Krom (in Vietnam). Standard Khmer is based on the Phnom Penh dialect. All of these dialects are mutually intelligible, except the Surin dialect. Khmer is not mutually intelligible with any other language.

Writing system. Khmer uses a script derived from an ancient South Indic script. It is standardized.

Production of written language. The Adler company of West Germany makes a Khmer typewriter. Typesetting is available, but not in the U.S. Computer type fonts exist for the Macintosh and possible other computer types.

Difficulty for English-speaking learners.

Phonology: Khmer has aspirated and unaspirated stops, initial / / and / /; and long versus short vowels, which cause problems for English speakers.

Syntax: Subject-verb-object; clause structure differs from English.

Vocabulary: Khmer has no cognates with English, but has them with other Mon-Khmer languages.

Writing system: The Khmer writing system is unique to the language.

Usable existing texts.

Basic level: Huffman, Modern Spoken, 1984; and System of Writing and Beginning Reader, 1970.
Noss, Basic Course, FSI, 1966-70.
Jacob, Introduction to Cambodian, 1968.

Advanced level: Ehrman, Kheang and Kem Sos, Contemporary Cambodian, Readers 1973-74.
Huffman, Intermediate Reader, 1977; and Literary Reader, 1977.

Usable existing texts, cont.

Refresher-Maintenance: none

Reference: Ehrman, Contemporary Cambodian: Grammatical Sketch, 1972.
Huffman, An Outline of Cambodian Grammar, 1967.

Dictionaries: Headley, Cambodian-English Dictionary, 1977.
Huffman and Im Proum, English-Khmer Dictionary, 1978.
Jacob, Concise Cambodian-English Dictionary, 1985.

Electronic: none

Native speaker availability in the U.S. There are approximately 150,000 native speakers of Khmer in the U.S., approximately 4 or 5 with linguistic training.

Existing programs, classes. Capability at FSI and DLI. Cornell, University of Hawaii-Manoa.

Linguist Resources. Franklin E. Huffman, Cornell; Robert K. Headley, MRM Language Research.

Basic Level Teaching Materials

Dik-Keam. Rapid Study of Cambodian for Foreign Beginners. Phnom-Penh, Cambodia: The Author, 1964. [109p]

Huffman, Franklin E., with the assistance of Charan Promchan and Chhon-Rak Thong Lambert. Modern Spoken Cambodian. New Haven, CT: Yale University Press, 1970. [xiv, 451p] [PL4323.H83] [Reissued by Cornell University Southeast Asia Program in 1984, 451p]

. Cambodian System of Writing and Beginning Reader with Drills and Glossary. New Haven, CT: Yale University Press, 1970. [365pp] [PL4326.E4]

Intensive Spoken Cambodian, Books 1 and 2. Washington, DC: English Language Services, 1966.

Jacob, Judith M. Introduction to Cambodian. London/Bombay, etc.: Oxford University Press, 1968. [xii, 341p] [PL4323.J27]

Kheang, Lim Hak and Dale Purtle. Contemporary Cambodian: Introduction. Washington, DC: Foreign Service Institute, 1972.

Noss, Richard B. and Im Proum. Cambodian Basic Course. Washington, DC: Foreign Service Institute, Department of State, 1966-70. 2 v. [PL4323.U5]

U.S. Army. A Guide to The Pronunciation of Romanized Cambodian. U.S. Army, 500th Military Intelligence Group, 1956.

II. Advanced Level Teaching Materials

Ehrman, Madeline E., Kem Sos and Lim Hak Kheang. Contemporary Cambodian: The Land and The Economy. Washington, DC: Foreign Service Institute, Dept. of State, 1973. [xvii, 358p] [PL4325.E4]

. Contemporary Cambodian: Political Institutions. Washington, DC: Foreign Service Institute, Department of State, 1974. [xiii, 373p] [PL4325.E42]

Advanced Level Teaching Materials, cont.

Huffman, Franklin E. Intermediate Cambodian Reader. New Haven, CT: Yale University Press, 1972. [viii, 502p] [PL4323.H8] [Reissued 1982 by Cornell University Southeast Asia Program, 499p]

. Cambodian Literary Reader and Glossary. New Haven, CT: Yale University Press, 1977. [vi, 325p] [PL4325.H8]

Kheang, Li Hak, Madeline E. Ehrman and Kem Sos. Contemporary Cambodian: The Social Institutions. Washington, DC: Foreign Service Institute, Department of State, 1974. [xii, 379p] [PL4325.L5]

Refresher-Maintenance Materials

none

Reference Materials

Ehrman, Madeline E. Contemporary Cambodian: Grammatical Sketch. Washington, DC: Foreign Service Institute, Dept. of State, 1972. [xii, 115p] [PL4323.E4]

Gorgoniev, Yurij A. The Khmer Language. Translated by V. Korotky. (Languages of Asia and Africa) Moscow: Nauka Publishing House, Central Dept. of Oriental Literature, 1966. [136p]

Huffman, Franklin E. An Outline of Cambodian Grammar. Ph.D. dissertation, Cornell University, 1967.

Jenner, Philip N. Affixation in Modern Khmer. Ph.D. dissertation, University of Hawaii, 1969.

Jenner, Philip N. and Saveros Pou. A Lexicon of Khmer Morphology. Honolulu, Hawaii: University Press of Hawaii, 1982.

Dictionaries

Headley, Robert K. et al. Cambodian-English Dictionary. Washington, DC: Catholic University of America Press, 1977. 2 v. [xxvii, 1495p] [PL4326.C3]

Dictionaries, cont.

Headley, Robert K. and Lim Hak Kheang. A Vocabulary of The Khmer [Cambodian] Language. Prelim. ed. n.p., the author, 1972.

Huffman, Franklin E. Cambodian-English Glossary. New Haven, CT: Yale University Press, 1977. [vi, 152p] [PL4326.H8]

and Im Proum. English-Khmer Dictionary. Yale Linguistic Series. New Haven, CT: Yale University Press, 1978. [xix, 690p]

Jacob, Judith M. A Concise Cambodian-English Dictionary. London/New York, etc: Oxford University Press, 1985. [xxxiv, 242p] [PL4326.J3 1974]

Pa Vanna and Dik Keam. Vacananukram Angkles-Khmer. Phnom Penh, 1967.

Preap-Sok, Bhikku. English-Khmer Dictionary. Phnom Penh, Cambodia: n.p., 1957. [992pp]

Sos, Kem, Madeline Ehrman and Lim Hak Kheang. Contemporary Cambodian: A Glossary. Washington, DC: Foreign Service Institute, Department of Stat, 1975. [vi, 355p] [PL4326.E4]

Electronic Materials

none

Materials Not Evaluated

Intermediate-Advanced Level Cambodian Refresher Course. Monterey, CA: Defense Language Institute, 1961. 4 parts in 8 v. Tapes.

Tonkin, Derek. Modern Cambodian Writing: The Alphabet, Handwriting, Orthography, Printing, Style, Punctuation. Phnom-Penh, Cambodia: Universite Preah Sihanouk Raj, 1962.

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Dik-Kean, Rapid Study of Cambodian for Foreign Beginners. Phnom Penh, Cambodia: author, 1964.

Specific language/dialect taught: Cambodian, no dialect specified

Type of text: basic self-instructional material

Publication information: Out of print. Copy at CAL.

Intended users: English-speaking beginning learners of Cambodian

Format: book

Overall grammatical/pedagogical approach: traditional with emphasis on pronunciation

Presentation of language: Cambodian script with transcription

Physical quality of book: flimsy paperback

Editorial quality of target language: good

Editorial quality of English: poor

Overall organization of text:
42 lessons, including 4 reviews, designed to be covered in one month of self instruction. Lessons 1-6 introduce the Cambodian script. Lessons 6-29 focus on pronunciation, including pronunciation drills and sentence practice. Grammar is explained in traditional terms in Lessons 31-40 with vocab. list. Lessons 41-42 contain supplementary vocabulary

Vocabulary areas covered: Newcomer situations

General comments:

CPT page label: KHMDIK01

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
[illegible]
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	
Are the materials usable in language teaching contexts?	•	•	✓	

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: [illegible]

Evaluator: [illegible] Date: [illegible]

BEST COPY AVAILABLE

Huffman, Franklin E. Modern Spoken Cambodian.
New Haven, CT: Yale University, 1970.

Specific language/dialect taught: Khmer, standard

Type of text: basic course instructional material

Publication information: LC No. PL4323.H83. Reissued by Cornell University Southeast Asia Program in 1984. 1985 price: $12

Intended users: English-speaking begining learners of Cambodian

Format: book with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: phonemic transcription and used throughout

Physical quality of book: sturdy paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [xiv, 451pp.]
31 Lessons, including reviews
Lesson 1 provides pronunciation drills. Remaining lessons present dialogues with buildups which serve as the basis for conversation; grammar notes followed by drills (substitution, transformation, response, etc.); and a special comprehension section to be used with tapes.
Cambodian-English and English-Cambodian glossaries
Index of grammar notes

Vocabulary areas covered: newcomer, general situations

General comments: This work does not deal with the writing system of Cambodian. The author's Cambodian System of Writing and Beginning Reader (Yale, 1970) is to be used concurrently with this book.

CPT page label: KHMHUFFA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KHMER
(lg)
Huffman, Modern Spoken Cambodian
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: _____

Evaluator: R.K. Headley Date: 1 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

KHMER
(lg)
Huffman, Modern Spoken Cambodian
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓					✓
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary	✓					
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

KHMER
(lg)
Huffman, Modern Spoken Cambodian
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: R.K. Headley Date: 1 OCT 85

Y = yes; S = somewhat; N = no

Huffman, Franklin E. Cambodian System of Writing and Beginning Reader. New Haven, CT: Yale University Press, 1970.

Specific language/dialect taught: Khmer, standard

Type of text: Basic level teaching material

Publication information: [PL 4322.H87]. Copy at C.A.L.

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: none

Presentation of language: phonemic transcription and Cambodian script.

Physical quality of book: good quality paperbound

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [xii, 365pp]

Part 1 presents a formal analysis of the relationship between the sounds of modern Cambodian and the Sumbols used to represent them.

Part 2 consists of 225 cumulative exercises, most of which involve a symbol-to-sound operation; some, however, involve a sound-to-symbol operation.

Part 3 consists of 50 graded reading selections. Each new vocabularly item is listed on the same page on which it first occurs, with a transcription and definition.

Part 4 is a Cambodian-English glossary

Vocabulary areas covered: N/A

General comments:To be used with the author's Modern Spoken Cambodian

CPT page label: KHMHUFFB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Farsi
(lg)
Written Writing
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Good beginning book, but less appealing for learning the script

Evaluator: R.K. Meade Date: 2 OCT 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Korean
(lg)
Huffman, Writing system
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓	✓		
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) [illegible]
(text) [illegible]

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: K. K. Heeds Date: 22 OCT 85

Y = yes; S = somewhat; N = no

Khmer
ELS, Intensive Spoken Cambodian

Intensive Spoken Cambodian, Books 1 and 2.
Washington, DC: English Language Services, Inc., 1966.

Specific language/dialect taught: Khmer, spoken, dialect not specified

Type of text: basic level teaching materials

Publication information: out of print. First published 1960. Samples at CAL. [PL4325.E5 1966 Bk 1/2], Georgetown University Call Nos.

Intended users: English speakers

Format: two books, with tapes

Overall grammatical/pedagogical approach: audiolingual

Presentation of language: Khmer script and transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
Book 1 [ix, 413pp]
15 lessons in four units:
1. sound system and phonology drills
2. food
3. new market
4. New Year's
Units 2, 3, and 4 include vocabulary practice, narrative, substitution, and grammar drills, conversations and translation tests.

Book 2 [ix, 413pp]
Five units arranged around some topic such as "sugar palm" or "Buddhism" and including vocabulary practice, a narrative, substitution and grammar drills, conversations and translation tests.

Vocabulary areas covered: communication and survival in newcomer situations; cultural.

General comments:

CPT page label: KHMELSA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
E-F Intensive Spoken Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	•
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: R.K. Headley Date: 30 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Kramer
(lg)
ELS.
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Khmer
(lg)
ESL
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		•	
Are the materials likely to be visually appealing to the student?			•
Do the materials expose students to language material above their momentary level?			•
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			•
Do the materials include a wide range of learning activities for the student?		•	
Are the materials considered successful by current users, if any?		•	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			•
Are lessons in the materials organized around functions to the exclusion of grammar?	•		
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: R.K. Hezdle Date: 30 OCT 85

Y = yes; S = somewhat; N = no

Jacob, Judith. Introduction to Cambodian. London, England: Oxford University Press, 1968.

Specific language/dialect taught: Khmer, spoken and written, dialect of Phnom Penh.

Type of text: Basic level teaching material

Publication information: out of print. Sample at CAL. [PL4323.J27], Library of Congress No.

Intended users: Europeans and Asians

Format: book, with tapes

Overall grammatical/pedagogical approach: traditional

Presentation of language: Khmer script and phonetic transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xii, 341pp]
Part 1: Pronunciation and orthography (13 lessons);
Part 2: grammar and exercises (25 lessons);
Part 3: grammar and translation;
Part 4: orthography, keys to script exercises;
Part 5: keys to dictations in Part 1; to the script exercises in Lesson 10.6; and to exercises 1-60 A and B;
Part 6: Cambodian-English, English-Cambodian vocabularies of words occurring in Parts 2 and 3;
Part 7: appendices and general index.

Vocabulary areas covered: everyday, general.

General comments:

CPT page label: KHMJACOB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Ja:M, Introductory
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: R.K. Headley Date: 30 Sep 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Khmer
(lg)
Jacob. Introduction
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Khmer
(lg)
Jacob, Introduction
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: does not do justice to Mrs. Jacob; she is a much better Khmer linguist than this book would indicate.

Evaluator: R.K. Headley Date: 30 Sep 85

Y = yes; S = somewhat; N = no

Kheang, Lim Hak and Dale Purtle. Contemporary Cambodian: Introduction. Edited, annotated and supplemented by Madeline E. Ehrman and Kem Sos. Washington, DC: Foreign Service Institute, 1972.

Specific language/dialect taught: Khmer, dialect not specified

Type of text: Basic level teaching material

Publication information: Out of print. [ED 074 819]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: audiolingual

Presentation of language: Khmer script and transcription

Physical quality of book: fair quality paperback, FSI format

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:
[xxi, 669pp]
Basic module of Contemporary Cambodian.
60 lessons, each containing a dialogue, drills, and a vocabulary list of words introduced in that lesson.

In the first 30 lessons, dialogues and drills are written in a romanized transcription, and the dialogue is written a second time in Khmer script. Lessons contain reading passages using vocabulary introduced in that and preceding lessons. Khmer script is used beginning with lesson 31.

A series of comprehensive questions for each lesson and a glossary are included.

Vocabulary areas covered: Communication and survival in newcomer situations, and military.

General comments:

CPT page label: KHMKHEAB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Kramer
(lg)
Kramer, Contemporary Jamaican
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		Tends to be too colloquial or slangy.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: good introduction, but it has been criticized for using language that is too colloquial

Evaluator: R. K. Headley Date: 22 OCT 85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Khmer
(lg)
Kneang, Contemporary Cambodian
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Khmer
(lg)
Khezrig, Contemporary Cambodian
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	✓		
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

_____

_____

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Evaluator: R.K. Headley Date: 22 OCT 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

KHMER
FSI, Basic Course

Noss, Richard B and Im Proun. Cambodian Basic Course, Vols 1&2. Washington, D.C.: Foreign Service Institute, 1966-70.

Specific language/dialect taught: Khmer, standard and the dialect of Phnom Penh.

Type of text: basic level teaching material

Publication information: out of print. Copy at C.A.L. of Vol. 2, Sample pages of Vol. 1 [PL4323. US]

Intended users: Foreign Servie personnel

Format: 2 books with tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: Vol. 1: Phonemic transcription; Voc. 2: Khmer script

Physical quality of book: standard FSI-format paperbacks

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [Vol 1: iv, 449 pp]
45 lessons, with grammar presented in structural terms and illustrated in dialogues or narratives. Substitution, expansion, transformation and response drills. The text for units 1-20 is in Standard Khmer, while the text for units 21-45 is in Phnom Penh dialect.
[Vol.2: 363pp]
Lessons 46-90 of Volume 2 follow the same format as those in Volume 1, but with longer dialogues, drills, etc. Khmer material is in Khmer script representing thw two dialects mentioned above.
Cambodian-English Glossary

Vocabulary areas covered: cultural, political, newcomer situations

General comments:

CPT page label: KHMNOSSA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Farsi
(lg)
F. Basic Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context.

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: has been replaced by "Contemporary Persian - Introduction"

Evaluator: R.K. Headley Date: 25 OCT 85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Khmer
(lg)
FSI Basic Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation		✓				
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Khmer
(lg)
F1
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: R.K. Headley Date: 25 OCT 84

Y = yes; S = somewhat; N = no

U.S. Army. A Guide to The Pronunciation of Romanized Cambodian. n.p., U.S. Army 500th Military Intelligence Group, 1956.

Specific language/dialect taught: Khmer

Type of text: Basic level teaching material

Publication information: [PL4329. U.S. 1956] Out of print.

Intended users: U.S. Military Personnel

Format: Book

Overall grammatical/pedagogical approach: None

Presentation of language: Transcription literature

Physical quality of book: N/A

Editorial quality of target language: inadequate

Editorial quality of English: Excellent

Overall organization of text: [iii, 33pp.]
A general introduction provides information on the ling. class of Khmer; characteristics of the King; the India script family; written Khmer; and the various forms of romanization employed over the years.
Pronunciation
(Phonetic dichotomy; written sounds; the phonemes of spoken Khmer; Pron. of romanization Khmer; syllabic division; stress-accent)
Sample text in 4 systems of romanization
Remarks on Khmer personal names
Bibliography
Index of transliterations

Vocabulary areas covered: N/A

General comments: Introduction admits that the system of pronunciation outlined herein is so simplified as to not be readily understood by a Cambodian

CPT page label: KHMUSARA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

U S Army
(lg)
U S Army, Pronunciation
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Of no use to the serious student of Korean

Evaluator: R.K. Hezdley Date: 25 OCT 85

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INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Ehrman, Madeline E., Kem Sos and Lim Hak Kheang. Contemporary Cambodian: The Land and The Economy. Washington, DC: Foreign Service Institute, 1973.

Specific language/dialect taught: Khmer, dialect not specified

Type of text: Advanced level teaching material

Publication information: Out of print; copy at CAL. [PL4325.E4], Library of Congress call no.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural/audiolingual

Presentation of language: Khmer script, occasional transcription in vocabulary lists.

Physical quality of book: standard FSI-format paperback.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xvii, 368pp]
Foreward in both English and Khmer.
15 lessons, each with its own topic and arranged as follows:
1. two or three reading passages (at least one of which is an unedited text taken from a Cambodian publication);
2. a dialogue;
3. seven or eight drills (response, transformation, substitution);
4. a vocabulary;
5. section of special exercises called "applications."

Various speech styles are represented.

Vocabulary areas covered: topics concerning the land and the economy.

General comments:

CPT page label: KHMEHRMB1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
Environment, Land and Ec...
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: good reader for advanced students.

Evaluator: T.R. Headley Date: 7 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

KHMER
(lg)
Ehrman, Land and Econom.
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓			✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency	✓			✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect		✓			✓	
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?			
Are the materials logically sequenced?	✓		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Khmer
(lg)
Khmer Lang & Culture
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: _____

Evaluator: R.K. Headley

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Khmer
Ehrman, CC, Political

Ehrman, Madeline E., Kem Sos and Lim Hak Kheang. Contemporary Cambodian: Political Institutions. Washington, DC: Foreign Service Institute, 1974.

Specific language/dialect taught: Khmer, dialect not specified

Type of text: Advanced level teaching materials

Publication information: Out of print. Copy at CAL. [PL4325.E42], Library of Congress Call no.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural/audiolingual

Presentation of language: Khmer script, occasional transcription

Physical quality of book: standard FSI-format paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xiii, 373pp]
16 lessons, arranged as follows:
1. two or three readings;
2. dialogue;
3. 6-12 drills;
4. vocabulary;
5. special exercises, "applications".

Vocabulary areas covered: political

General comments:

CPT page label: KHMEHRMC1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Emerman, CC, Political
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: A.K. Headley Date: 25 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Khmer
(lg)
Ehrman, CC, Politics
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓			✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency	✓			✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect		✓		✓		
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Khmer
(lg)
Khmer Political Ind
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: _____

Evaluator: _____

Y = yes; S = somewhat; N = no

Huffman, Franklin E. Intermediate Cambodian Reader.
New Haven, CT: Yale University Press, 1972.

Specific language/dialect taught: Khmer, modern standard

Type of text: advanced level teaching materials

Publication information: 1985 price: $12 from Cornell University, Southeast Asia Program.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Khmer script with some transcription

Physical quality of book: good quality paperbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [viii, 502 pp.]
Part 1 consists of 37 readings, graded in length and difficulty and selected to provide a wide range of style and context. The 37th reading is the entire modern novel Sophat by Rim Kin.
Each reading selection is followed by all vocabulary items not previously encountered in this volume or in the Beginning Reader, along with grammatical notes when necessary.
Part 2 is a final alphabetical Cambodian-English Glossary of 6,000 vocabularly items.
Bibliography

Vocabulary areas covered: historical, cultural, political

General comments:Sequel to the author's Cambodian System of Writing and Begining Reader (Yale, 1970)

CPT page label: KHMHUFFE1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Huffman, Intermediate Readings
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: R.K. Headen Date: 25 Oct 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Huffman - Intermediate Mod.
(lg)
Thai
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts		✓		✓		
Presentation, explanation of advanced grammatical structures						✓
Development of automaticity, fluency		✓		✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect		✓			✓	
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Khuzr
(lg)
Huffman, Intern. Reed.
(text)

Do the materials prepare students for self-learning after the course is over?	Y	S	N
	✓		

Comments: _____

Evaluator: R.K. Headley

Y = yes; S = somewhat; N = no

Huffman, Franklin E. and In Proum. Cambodian Literary Reader and Glossary. New Haven, CT: Yale University Press, 1977.

Specific language/dialect taught: Khmer, literary

Type of text: advanced level teaching material

Publication information: [PL4325.H8]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Khmer script throughout

Physical quality of book: good quality paperbound

Editorial quality of target language: excellent

Editorial quality of English: very little, what appears is excellent

Overall organization of text: [vi, 325pp., 152pp.]
Part One consists of 32 reading selections taken from important, well-known works of Cambodian literature in 9 genres: political criticism, the modern novel, historical prose, miscellaneous short poems and songs, didactic literature, romantic epic, mythological epic, religious epic, and ream-kei (the Cambodian version of the Ramayana).
Sections and individual readings include introductions and introduction notes in Cambodian.
Part Two is a Cambodian-English glossary of 10,000 entries. (This has also been published separately.)

Vocabulary areas covered: widely-varied; see above

General comments:

CPT page label: KHMHUFFC1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Hoffman, Literary Korean
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: Good reference for the advanced student of Korean.
It could be a useful dictionary!

Evaluator: K.K. Herdle, Date: 25 OCT 85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Khmer
(lg)
Huffman, Lit. Reader, Glossary
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts		✓		✓		
Presentation, explanation of advanced grammatical structures			✓			✓
Development of automaticity, fluency		✓		✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information			✓			✓
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect			✓	✓		
Development of competence in regional/ social dialects			✓		✓	

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Khmer
(lg)
McHamer, Literary Reader
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
✓		

Comments: _____

Evaluator: R.K. Headley

Y = yes; S = somewhat; N = no

Kheang, Lim Hak, Madeline Ehrman and Kem Sos. Contemporary Cambodian: The Social Institutions. Washington, DC: Foreign Service Institute, 1974.

Specific language/dialect taught: Khmer, dialect not specified.

Type of text: Advanced level teaching materials

Publication information: Out of print. Copy at CAL. [PL4325.L5], Library of Congress call no.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural/audiolingual

Presentation of language: Khmer script, occasional transcription

Physical quality of book: standard FSI-format paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xii, 379pp]
Foreward in both English and Cambodian

15 lessons containing:
1. two reading passages with notes;
2. a dialogue;
3. 6-15 drills (response, substitution, transformation);
4. vocabulary;
5. special exercises called "applications".

Vocabulary areas covered: social institutions

General comments:

CPT page label: KHMKHEAA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
Environ. Social Interact.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: N.K Meeder Date: 25 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Khmer
(lg)
Ehrman, Social Institutions
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓			✓		
Presentation, explanation of advanced grammatical structures	✓			✓		
Development of automaticity, fluency	✓			✓		
Development of extensive range of vocabulary	✓			✓		
Presentation of cultural and functional information	✓			✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect		✓		✓		
Development of competence in regional/ social dialects			✓			✓

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Mimer
(lg)
Ekman, Social Institutions,
(text)

Do the materials prepare students for self-learning after the course is over?	Y	S	N
	✓		

Comments: _____

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Evaluator: _____

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

Reference Materials

Ehrman, Madeline, with the assistance of Kem Sos. Contemporary Cambodian: Grammatical Sketch. Washington, DC: Foreign Service Institute, 1972.

Specific language/dialect taught: Khmer, dialect not specified

Type of text: Reference, grammar

Publication information: Out of print. Sample at CAL. [PL 4323.E4], Library of Congress No.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Khmer script and transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xii, 115pp]

1. Brief introduction to Khmer and its speakers;
2. sketch of Khmer phonology;
3. syntax;
4. word classes (nominals, verbals, adverbials, relators);
5. special problems of vocabulary and usage, focusing on the effects of factors of relative age, social class, and blood relationship.

Appendix 1 summarizes common words that are grammatically significant.
Appendix 2 describes Khmer naming patterns and presents the most common titles.

Vocabulary areas covered: non-specific

General comments:

CPT page label: KHMEHRMA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Elementary Grammatical ...
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Brief treatment of Korean grammar; sometimes useful.

Evaluator: M.K. Mezzie Date: 22 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Farmer
(lg)
Farmer, Grammatical [illegible]
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed		✓	
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. invented for purposes of discussion	✓		

Evaluator: R.K. Headley Date: 22 OCT 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Kinnear
Ehrman, Grammatical Intro.

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	•		
b. idiomatic translations?		•	
	•		

Comments: _____

Y = yes; S = somewhat; N = no

Gorgoniev, Y.A. The Khmer Language.
Moscow: Nauka Publishing House, 1966.
Translated from the Russion by V. Korotky.

Specific language/dialect taught: Khmer

Type of text: Reference, grammar

Publication information: Published as part of The Languages of Asia and Africa Series of the USSR Academy of Sciences [PL4323.G613]

Intended users: Linquistic specialists

Format: Book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Khmer in transcription throughout (although the Khmer alphabet is introduced)

Physical quality of book: N/A

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text: [136pp.]
Introduction includes gereological corrections of Khmer; Khmer dialects and Khmer writing.

I. Phonetics
II. Vocal
III. Morphology
IV. Syntax
Appended is an example of a Khmer text (with transcription, translation, vocabulary and brief grammar notes on the text)
Bibliography

Vocabulary areas covered: Wholly non-specific

General comments:

CPT page label: KHMGORGA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KHMER
(lg)
[illegible] Khmer [illegible]
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: [illegible] Date: [illegible]

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

KHMER
(lg)
Grammar, Khmer [illegible]
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category		✓	
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration			✓
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study		✓	
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?			✓
Are the materials			
a. indexed			
b. cross-referenced			
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion			

Evaluator: R.K. Headley Date: 7 OCT 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Khmer

Grammar, Khmer Language

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?			
b. idiomatic translations?			

Comments:

Y = yes; S = somewhat; N = no

Huffman, Franklin E. An Outline of Cambodian Grammar. Ph.D. dissertation, Cornell University, 1967.

Specific language/dialect taught: Khmer, Takeo dialect

Type of text: reference, grammar

Publication information: unpublished

Intended users: linguists

Format: microfilm and mimeograph

Overall grammatical/pedagogical approach: immediate constituent analysis

Presentation of language: phonemic transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
Nine sections arranged as follows:
1. Introduction,
2. phonology,
3. morphophonemics,
4. morphology,
5. lexeme classes,
6. syntax,
7. sentence types.

Appendix A: Companion of Takeo Dialect with Standard
Bibliography.

Vocabulary areas covered: n/a

General comments: Excellent grammatical study of a Khmer dialect, suffering only from its somewhat old-fashioned approach.

CPT page label: KHMHUFFF1

LARC staffer: MF, (Headley)

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
Huffman Outline
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Currently the best reference grammar of Khmer; clearly presented; but somewhat old fashioned in its treatment of Khmer grammar.

Evaluator: R. K. Headley Date: 22 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Burmese
(lg)
Burmese "Outline"
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration			✓
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: R. Priestley Date: [illegible]

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Korea
Hoffman, "C Time"

Are examples/texts translated into English?

	Y	S	N
a. literal translations?		·	
b. idiomatic translations?		·	

Comments:

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Khmer
Jenner, Lexicon of Morphology

Jenner, Philip N. and Saveros Pou. A Lexicon of Khmer Morphology. Honolulu, Hawaii: University Press of Hawaii, 1982.

Specific language/dialect taught: Khmer, standard

Type of text: linguistic study of Khmer derivatives

Publication information:

Intended users: advanced English-speaking students and linguists

Format: book

Overall grammatical/pedagogical approach:

Presentation of language: phonemic transcription, transliteration and Khmer script.

Physical quality of book: good quality paperbound

Editorial quality of target language: n/a

Editorial quality of English: excellent

Overall organization of text:

Vocabulary areas covered: mainly native Khmer root words and their derivatives.

General comments:

CPT page label: KHMJENNA1

LARC staffer: MF, (Headley)

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
Jenner, LEXICON
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Comprehensive treatment of Khmer derivation. Useful for the linguist or advanced student.

Evaluator: M.K. Headley Date: 22 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(author)
(date)
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers materials developers only	✓		
Are materials arranged by			
a. grammatical category			✓
b. semantic category	✓		
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)			✓
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion			✓

Evaluator: [illegible] Date: [illegible]

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Are examples/texts translated into English?

	Y	S	N
a. literal translations?			
b. idiomatic translations?			

Comments:

Y = yes; S = somewhat; N = no

Jenner, Philip N. Affixation in Modern Khmer. Ph.D. dissertation, University of Hawaii, 1969.

Specific language/dialect taught: Khmer, standard

Type of text: linguistic study, reference

Publication information: unpublished

Intended users: linguists, advanced students of Khmer

Format: microfilm

Overall grammatical/pedagogical approach:

Presentation of language: phonemic transcription

Physical quality of book: n/a

Editorial quality of target language: n/a

Editorial quality of English: excellent

Overall organization of text:
[x, 207pp]

1. Introduction of Khmer language, the purpose and methodology of study;
2. phonological summary of modern standard Khmer;
3. methods of derivation and the types of word bases;
4. simple prefixation; each prefix is discussed and its meanings are established;
5. rhotacized prefixes;
6. nonsyllabic infixation;
7. syllabic infixation.

Vocabulary areas covered: n/a

General comments:

CPT page label: KHMJENNB1

LARC staffer: (Headley), MF

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments:

Evaluator: Date:

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Turner
(lg)
Terms: "Affixation"
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category			✓
b. semantic category		✓	
c. functional category	✓		
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration			✓
c. in phonetic transcription	✓		
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)			
b. texts (paragraphs, passages, etc)			
Are examples/texts			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion			

Evaluator: K. K. Heese Date: 22 [illegible]

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Form: Jones, "Affixat..."

	Y	S	N
Are examples/texts translated into English?			
a. literal translations?			
b. idiomatic translations?			

Comments:

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Dictionaries

Headley, Robert K., et al. Cambodian-English Dictionary, Vols. 1 & 2. Washington, DC: Catholic University of America Press, 1977.

Specific language/dialect taught: Written Cambodian

Type of text: Dictionary

Publication information: Out of print. LC No. PL4326.C3. vol. 1, vol. 2]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Cambodian script, with transcription

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Introduction: explanation of alphabetical order used; classification of Mon-Khmer languages; description of phonology, syntax and word classes, with chart showing main form, subscript, transcript, transliteration, and Khmer name; abbreviations; bibliography

Entries: about 29,000 entries, with head word; transcription; word class; gloss or explanation; derivational information; level of formality;

Vocabulary areas covered: n/a

General comments:

CPT page label: KHMHEADA1

LARC staffer: BBR

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
Headley, Camb-Eng. Textbook
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	*			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	*	* *		
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	*
Advanced Courses	*
Refresher-Maintenance Programs	*
Reference Materials	*
Dictionaries	*

Electronic Aids	

Comments: _____

Evaluator: R.K. Headley Date: 30 Sep 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Khmer
(lg)
Headley, Cambo-Eng. Dict.,
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach		✓	
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies	✓		
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations	✓		✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries	✓		
k. information on style levels	✓		
l. information on regional, dialectal variation	✓		
m. warnings about language learner errors			✓
n. cultural information	✓		
Are examples			
a. literary quotations	✓		
b. quotations from oral sources	✓		
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: R.K. Headley Date: 30 Sep 85

Y = yes; S = somewhat; N = no

Huffman, Franklin E. English-Khmer Dictionary.
New Haven, CT: Yale University Press, 1978.

Specific language/dialect taught: Khmer, standard

Type of text: reference, dictionary

Publication information:

Intended users: English and Khmer speakers

Format: book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Khmer script used throughout

Physical quality of book: good quality hardbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [xix, 690pp.]
Introduction includes background information on the Khmer language. Approximately 40,000 English entries and subentries, include part of speech and Khmer equivalent. Subentries have been chosen to reflect not only the semantic structure of English, but the semantic structure and content of Khmer as well. For each different meaning is provided a clarifying context.

Appendix A: Transcription System for Standard Khmer
Appendix B: Transliteration System for Khmer Script

Bibliography

Vocabulary areas covered: N/A

General comments:

CPT page label: KHMHUFFD1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

KHMER
(lg)
Huffman, English-Khmer [illegible]
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Khmer entries [illegible] explanations [illegible]
French word entries [illegible]
[illegible]

Evaluator: R.K. Headley Date: 1 OCT 85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KHMER
(lg)
Huffman, English-Khmer Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information			✓
g. examples		✓	
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			
k. information on style levels			
l. information on regional, dialectal variation			
m. warnings about language learner errors			
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: R.K. Headley Date: 1 OCT 85

Y = yes; S = somewhat; N = no

Jacob, Judith. A Concise Cambodian-English Dictionary. London: Oxford University Press, 1985.

Specific language/dialect taught: Khmer, modern

Type of text: Ref., dictionary

Publication information: 1985 price $59. Copy at C.A.L. Reprint of 1974 ed. [PL4326.J3 1974]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: N/A

Presentation of language: Khmer script and phonetic transcription

Physical quality of book: Fine quality hardback

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text: [xxxiv, 242pp.]
The Introduction includes notes on orthography, the transcription used, grammatical designations, etc. Approximately 7,000 Khmer entries arranged according to Khmer phonic order. Entries appear as well in phonetic transcription, and are assigned grammatical classes. Semantic variants, alternative spellings, citations and compound words included.

Vocabulary areas covered: non-specific

General comments:

CPT page label: KHMJACOA1

LARC staffer: MF

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

E. . F.
(lg)
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: _____

Evaluator: _____ Date: _____

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

KHMER
(lg)
JAEG. CAMB-ENG [illegible]
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation	✓		
f. grammatical information	✓		
g. examples	✓		
h. use of entry in phrases, idioms	✓		
i. syllable division		✓	
j. cross-references to other entries		✓	
k. information on style levels		✓	
l. information on regional, dialectal variation			
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: A.A.Mearle Date: 3 OCT 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Khmer
Preap-Sok, English-Cambodian

Preap-Sok, Bhikku. English-Cambodian. Dictionary. Phnom Penh, Cambodia: n.p., 1957.

Specific language/dialect taught: Khmer, dialect not specified

Type of text: Reference, dictionary

Publication information: Out of print. Sample pages at CAL. [PL4327.P727], Georgetown University call no.

Intended users: Cambodian speakers primarily

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Khmer script

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: n/a

Overall organization of text:
[992pp]
Approximately 29,000 English entries include part of speech, Khmer script transcription symbols and Khmer equivalents.

20-page traditional grammar summary in English is appended, with numerous examples.

Vocabulary areas covered: n/a

General comments:

CPT page label: KHMPREAA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Kirmar
(lg)
Pract. Eng. English-Cameroon
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: One of the fewer English-Kirmar Dictionaries

Evaluator: R.K.Heazle, Date: 31 OCT 85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Armen
(lg)
Grec Jer.
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		*	
b. grammatical approach	*		
c. state of knowledge of the language		*	
d. use of accepted modern standard script, orthography		*	
Included in entries:			
a. etymologies			*
b. definitions/explanations	*	✓	
c. translation equivalents	*	✓	
d. transliterations		*	
e. phonetic transcriptions of pronunciation			
f. grammatical information		*	
g. examples		*	
h. use of entry in phrases, idioms			
i. syllable division			
j. cross-references to other entries			*
k. information on style levels			*
l. information on regional, dialectal variation			*
m. warnings about language learner errors			*
n. cultural information			*
Are examples			
a. literary quotations			*
b. quotations from oral sources			*
c. contrived for purposes of discussion			*
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	*		
Does the dictionary approach full coverage of the vocabulary of the language?			*
Is the dictionary primarily aimed at the English speaker?			*
Can the dictionary be used by beginning students of the language?		*	

Evaluator: R.K. Hagege Date: 31 OCT 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Khmer
Sos, Contemporary Cambod., Glossary

Sos, Kem, Lim Hak Kheang and Madeline Ehrman. Contemporary Cambodian: A Glossary. Washington, DC: Foreign Service Institute, 1975.

Specific language/dialect taught: Khmer, dialect not specified

Type of text: Reference, dictionary

Publication information: Published as the final component of the Contemporary Cambodian series. Out of print. Copy at CAL. [PL4326.E4], Library of Congress no.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Khmer script

Physical quality of book: FSI-format paperbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[355pp]
Cambodian-English, English-Cambodian Glossaries.
Approximately 8,000 Cambodian entries with English equivalents.
Approximately 7,500 English entires include part of speech and Cambodian equivalents.

Vocabulary areas covered: political, socio-cultural, land and the economy.

General comments:

CPT page label: KHMKSOSA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Korean
(lg)
Basic Contemp. Korean Reader
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	✓

Electronic Aids	

Comments: 2v. excellent small glossary for the beginner and advanced student alike

Evaluator: R. K. Headley Date: 30 Sep 85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Khmer
(lg) Soc. Contemp. Cambod. Glossary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents		✓	
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information	✓		
g. examples		✓	
h. use of entry in phrases, idioms		✓	
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels		✓	
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: R.K. Headley Date: 30 Sep 85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Pa Vanna and Dik Kearn. Vacananukram Angkles-Khmer. Phnom Penh, 1967.

Specific language/dialect taught: Khmer

Type of text: reference, dictionary

Publication information:

Intended users: Khmer students

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Khmer script and English translation

Physical quality of book: good quality hardback

Editorial quality of target language: good

Editorial quality of English: good to fair

Overall organization of text:
[iv, 1502pp]
An English-Khmer dictionary containing about 10,000 main entries; many of the entries include illustrative examples and subentries.

Vocabulary areas covered:

General comments: generally well-done with some examples, but lacks English forms for Southeast Asian vocabulary items and contains many low frequency English items.

CPT page label: KHMPAVAA1

LARC staffer: (Headley)

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Khmer
(lg)
Parlons Vietnamien Khmer
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X	X X		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	X

Electronic Aids	

Comments: _____

Evaluator: R.K. Hezdley Date: 17 OcT 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Khmer
(lg)
Da Dharma, [illegible]
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		X	
b. grammatical approach			X
c. state of knowledge of the language			X
d. use of accepted modern standard script, orthography			X
Included in entries:			
a. etymologies			X
b. definitions/explanations	X		
c. translation equivalents	X		
d. transliterations			X
e. phonetic transcriptions of pronunciation	X		
f. grammatical information		X	
g. examples		X	
h. use of entry in phrases, idioms		X	
i. syllable division			X
j. cross-references to other entries			X
k. information on style levels			X
l. information on regional, dialectal variation			X
m. warnings about language learner errors			X
n. cultural information			X
Are examples			
a. literary quotations			X
b. quotations from oral sources		X	
c. contrived for purposes of discussion		X	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			X
Does the dictionary approach full coverage of the vocabulary of the language?		X	
Is the dictionary primarily aimed at the English speaker?			X
Can the dictionary be used by beginning students of the language?		X	

Evaluator: R.K. Headley Date: 17 OCT 1985

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials